

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

3	Elementary schools (includes K-8)
3	Middle/Junior high schools
1	High schools
	K-12 schools
7	TOTAL

2. District Per Pupil Expenditure: 6960

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	7	4	11
K	4	7	11	7	4	7	11
1	6	6	12	8	7	8	15
2	8	7	15	9	6	7	13
3	5	7	12	10	6	12	18
4	6	7	13	11	12	11	23
5	8	11	19	12	13	13	26
TOTAL STUDENTS IN THE APPLYING SCHOOL							199

6. Racial/ethnic composition of the school: 5 % American Indian or Alaska Native
0 % Asian
2 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	207
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.899

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 82

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>24</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 8 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	95%	96%	96%
Daily teacher attendance	96%	97%	96%	95%	96%
Teacher turnover rate	8%	4%	8%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	26	
Enrolled in a 4-year college or university	90	%
Enrolled in a community college	0	%
Enrolled in vocational training	10	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Harding County School District is located in the farthest northwest corner of South Dakota. It is the most sparsely populated school district in the state, with 0.1 enrolled student per square mile. It is 50 miles to the next closest attendance center outside the district. The district is made up of the several rural communities. The largest the town of Buffalo, the county seat. Harding County High School is located there. The town of Camp Crook is located west of Buffalo, Ludlow Community is in the north, Reva is east of Buffalo and Redig is south. Rural schools are located at Camp Crook and Ludlow. These schools include the grades of Kindergarten through eighth. Each community is unique and independent, yet all are very committed to the children all across the county. The primary income of the district comes from ranching. The petroleum industry is a growing industry also. Exploration for oil and natural gas has been ongoing in relatively small amounts in the past but is becoming a more important part of the economy. An oil pipeline is proposed to come across the district from Canada within the next two years.

Hunting is a major source of recreation and income for the area. Pronghorn antelope, mule deer and white tailed deer are numerous.

Harding County High School provides education for grades 9-12 in a traditional setting. The average length of teaching experience is 12 years. This stability provides continuity in following through on long term plans. Five of the twelve teachers have over ten years teaching experience.

Harding County High School has many strengths on which to build as we strive to improve student performance. We participate in the Career and Technical Education program through Northwest Area Schools. Through this program, our students are able to explore in-depth a great variety of careers. Harding County High School also has implemented a comprehensive agriculture program which provides exposure to the myriad of careers available in the field of agriculture. Students are able to learn leadership skills through the FFA program. Our graduation rate remains high through the joint efforts of the community, teaching staff, administration and school counselor.

The community holds high expectations for the students. The majority of adults in the county have post secondary degrees. They pass this commitment to learning on to their children. Parent contact is expected by the school and the community. Each classroom has a telephone with a direct outside line to make parental contact easier and more readily available.

An after school homework room, which is staffed by teachers, is held for one hour after school four days a week. It has been well-received by parents and is continuing this year. This program has helped to provide students with a way to complete homework before attending sports practice. Saturday School is held from 8:00-12:00 during the week end. This provides an opportunity for students to continue to gain academically when they have had several absences. Parents are very supportive of these programs.

Small class sizes are a positive component of our high school. We are able to provide more individualized instruction because of the low numbers.

The school library is a resource for information which our students utilize. We are in the process of implementing an automated check out system this school year to help with inventory control and provide easier access to materials. It also gives the library staff and teachers time to teach students library skills. The system will teach students how to use more sophisticated library services. This updated library system will help students be more prepared for utilizing college facilities as they continue in higher education. A computer center is installed in the library which allows students greater access to computer programs.

The population of Harding County is primarily comprised of white residents. Students are exposed to a variety of cultures through the numerous extra curricular programs provided by the school district. Parents encourage

participation in these programs and drive many miles to show support to their children. Sports available to the students are Football, Volleyball, Girls and Boys Basketball, Wrestling, Cross Country and Track. There is also a very active High School Rodeo Club. FFA, History Day Competition, Vocal and Instrumental music and various academic competitions continue to challenge the students to grow in all areas of life.

We prefer to use the term challenge, rather than weakness, when addressing the needs of our students. A major challenge we continually face is isolation. The long distances to other towns make it especially difficult to keep young parents or attract quality teachers. We also have a declining enrollment because there is a lack of a variety of jobs in the area.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Harding County High School uses a variety of assessments to monitor student progress and measure student achievement. We are proud of the success of our students and the progress we are making to achieve NCLB expectations. Our student academic progress is measured and assessed on a regular basis using multiple methods, including authentic classroom assessments, STAR testing in math and reading for grades 9-12, SAT9 writing scores for grade 10 as a summative measure of student growth, the PLAN test (a "pre-ACT test, PLAN is a powerful predictor of success on the ACT), given to all 10th grade students; and the DAKOTA STEP TEST (D-STEP) given to all 11th grade students. Students are designated below basic, basic, proficient, or advanced based on their scores on this portion of the D-STEP test. Cut scores for each of the proficiency levels are included. Students must score proficient or better to meet the state performance level. The collective test data, and most particularly, the D-STEP results, show our students consistently achieving at a high level with increasing performance in areas of math and reading. Reading proficiency among 11th grade students on the D-STEP assessment have increased from 50% in 2003 to 80% in 2009. In math, 80% of our students scored either proficient or advanced in 2009, and increase of 18% from 2003.

In addition, over 90% percent of our seniors voluntarily take the ACT and score above the state and national average in most categories.

The South Dakota Department of Education defines proficiency levels at the

South Dakota Department of Education- <http://www.doe.sd.gov/octa/assessment/dakDSTEP/index.asp>

South Dakota Report Card- <https://sis.ddncampus.net:8081/nclb/index.html>

2. **Using Assessment Results:**

At Harding County High School we use results to evaluate the progress of our students, the effectiveness of classroom instruction, and the impact of our curriculum. At the start of each school year, staff from Harding County high school attends a district data retreat each year to analyze high stakes testing, item by item, student by student, and globally within the school and district. Content standards which are weak in instruction are strengthened and each teacher communicates this information to the school through a data rollout session. We identify teachers who are seeing success in the classroom and have them share their methods with their peers. Through the use of Tech-Paths(computerized mapping program), the principal makes sure that the teachers are teaching these content standards by analyzing which standards are taught throughout the year and how well and often those standards are addressed. We believe mapping our curriculum will help us identify any gaps, shortcomings, and redundancies in our teaching, and will provide a uniform format for sharing information with parents and among other districts.

Also, the ACT results of the previous graduating class are examined and compared to the rest of the state. Sub categories are used, in part, to make curriculum adjustments and changes. For example, six years ago student math scores on the ACT, as well as the D-STEP, were lower than scores in other areas. The teachers concluded that students needed to do more math skill activities within the day or week. With the support of the administration, we scheduled STAR Math for all high school students on a monthly basis. After six years, our math scores have increased dramatically on both assessments.

Every two years, Harding County Schools does a complete breakdown of our D-STEP scores for grades 3-8, and 11. This item analysis examines each question on the assessment and identifies those on which students performed drastically lower than the average norm reference. As we had previously noted for math, the

administration and staff noticed our reading scores were lower than the districts' expectations and the students needed to do more reading to practice this skill. In the past two years, the district has also adopted a 20 minute period called D.E.A.R. (drop everything and read) time, and all students, teachers, and staff read a book, magazine, or periodical during that time. As a result, we believe our reading scores have continued to improve over the past two years on the D-STEP in large because of this program.

In conclusion, through our curriculum mapping and STAR math/ reading assessments, we believe we can identify major gaps in our curriculum and identify students who need extra tutoring in our after school program. Students in the after school program will go over and learn the missed objectives that were on the tests.

3. Communicating Assessment Results:

Our D-STEP results are communicated individually to students by our school counselor. He meets with students on an individual basis to explain and interpret scores and offer improvement strategies and plans. The scores are also included on the student's report cards for parents to review at parent-teacher conferences. This report card communicate to parents the achievement of Harding County High School in academics compared to the rest of the state. Having the scores available at parent-teacher conferences will hopefully lead to some productive conversations between staff and parents about their child's scores. Also, at our P/T conferences, the counselor will have individualized study guides available for parents to look at if their child failed any part of the D-STEP test.

Parents receive weekly progress reports on student grades and they may also monitor their child's attendance and progress on a daily basis with our DDN Infinite Campus system (computerized grade/attendance reporting system). We use this system to report school assessment results to the state of South Dakota.

At the community level, we annually share our scores with at the local school board meetings which are open to the public. Also, at the start of each school year, the Annual Yearly Progress(AYP) of our students is shared with the staff, emphasizing the importance of meeting our goals and continuing to concentrate on sound instructional methods.

4. Sharing Success:

Harding County believes effective learning takes shape from multiple sources. We believe we can learn how to be more effective as teachers, administrators, and a school through the input of outside sources such as our ESA 5 (educational service agency), South Dakota Department of Education, and other outside consultants.

The administrators and staff are highly encouraged to attend meetings and conferences and share those experiences with our staff in return. We like to share our story here at Harding County Schools and here others as well. It is a great way to collaborate with other schools. Also, once a month there are administrative meetings open to all superintendents and principals in our region. These meetings are very informational and beneficial in sharing success stories, exploring support systems, and discussing current trends in the educational field.

Harding County High School has big plans to celebrate when we receive the Blue Ribbon School Award. Not only will we publish our success in the local paper, the school website, and give special recognition of the award at the local School Board Meeting and have a special assembly to announce the award, but we will also fly our Blue Ribbon flag proudly each day at our school. All notices and letters from HCHS will be labeled: Harding County High School 31-1, A national Blue Ribbon Award winning school! This letterhead will signify our dedication and commitment to education. Although we are a small district that is tightly funded we educate our youth with the best of them. WE ARE FULL OF PRIDE AT HCHS!!!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Harding County High School offers a wide range of courses in hopes of preparing our students for the 21st century. Our goal is to prepare every child for his/her future beyond high school. The Harding County High School curriculum is centered on the four core content areas: English, Math, Science, and Social Studies. Additional requirements exist including a full credit of fine arts, one-half credit of personal finance, and one-half credit of computer applications. Additional elective courses exist related to fine arts, industrial arts, physical education, business, and agricultural classes.

The school curriculum has undergone many revisions over the last three years. Core subject areas including science, math, English, and social studies have focused on aligning local curriculum with state standards and benchmarks. These standards include specific indicators and grade appropriate benchmarks grouped in grade bands (K-2,3-5,6-8, and 9-12). Harding County representatives from all our core subject areas have attended state workshops designed at establishing the benchmarks, writing test items based on standards, and curriculum mapping. All of our staff members have personalized binders with state standards, course outlines, and curriculum maps included in them.

Teacher's measure academic progress each nine weeks with a curriculum driven benchmark for each grade level core class. They use a combination of grades, observation, and benchmark scores to determine if students need remediation, enrichment, or individualized instruction. Teachers are available before and after school for tutorial time and the school offers an after school homework room for students who need more intensive instruction.

All of our teaching staff write and administer a comprehensive final assessment for each course taught. These assessments are conducted over a four-day testing period at the end of each semester covering major concepts taught throughout the course and are 15% of the student's grade.

With the increasing language diversity in the United States, we encourage our students to take at least two years of foreign language. Our school system currently offers two years of Spanish and Latin instruction. Students are able to take additional AP foreign language classes if they choose that pathway through South Dakota Virtual High School (SDVHS). Additionally, Harding County High School participates in the Career and Technical Education program through Northwest Area Schools (ESA 5). Through this program, our students are able to explore in-depth a great variety of careers like electronics, welding, consumer sciences and drafting. We also have implemented a comprehensive agricultural program which provides exposure to the myriad of careers available in the field of agriculture. Students are able to learn leadership skills through the FFA program. FFA is an agricultural based student organization that reinforces the instruction in the agricultural courses and competes at local, state and national competitions.

Students at Harding County High School have the opportunity to participate in visual and performing arts. Drama, pottery, choir, Art I, Art II, color guard and marching band are available to the students. HCHS has had many students excel at state competitions in chorus and band. Last summer, we had six students chosen to travel to Europe on a musical tour with other members from South Dakota. This was a great opportunity for our students to see the world!

The Math Department consists of consumer math, pre-algebra, Algebra I, Algebra II, Advanced Algebra, Geometry, Statistics, Trigonometry, Calculus, and College Algebra. Four math credits must be earned for graduation. Hands on learning is emphasized along with a function approach in teaching the curriculum. Calculators and graphing calculators are used by students on a daily basis. The district also uses computers on wheels (COWS), mobile laptop carts for students to use on a regular basis for remediation and review.

The courses offered in Social Studies include U.S. History, World History, World History II, Geography, Economics, Psychology, Sociology, and World Affairs. A big focus on critical thinking and learning from our past, present and future is emphasized in this area. Our intent to promote good citizenship and have our students actively engaged on a daily basis.

We offer a wide variety of science courses here at Harding County High School. Course offerings consist of Physical Science, Biology, Advanced Biology, Astronomy, Chemistry, Research Methods, and Physics. Our curriculum focuses on the process of scientific thinking and how it applies to life. The teaching staff use both student and teacher centered approaches as instructional techniques to learning.

In the past two years, we have revamped our PE/Health program in our school system. We now require students in grades 9-12 to take one-half credit of health education before they graduate. The purpose is to promote a healthy lifestyle and hopefully more active citizens. We offer multiple PE classes, Weight training and a new Plyometrics course called "bigger, faster, stronger" and have had great results.

Recognizing the 21st century as technology centered, Harding County requires all students to take at least two semesters of computer applications class. In the near future, we are hoping to add a Cisco networking certification course to our curriculum for a college credit. In the fall of 2010, we currently have all of our classrooms equipped with Promethan (interactive white boards) for our students and staff to utilize. All of our staff has went through multiple trainings to be able to utilize these in the classroom.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Our English Language Curriculum is taught in four, year long courses covering grammar, vocabulary, literature, and writing. The Harding County English language curriculum specifically targets the state standards which address reading, writing, listening and speaking. We go by the philosophy that there is strong need to tie literature with grammar and composition for each grade level.

Our curriculum, which was adapted because we were a little concerned with some reading assessments has really helped improve reading comprehension in our students. The administration and staff attended some state workshops and researched reading strategies and came up with conclusion that we wanted to implement D.E.A.R. time in our schools. The philosophy of "drop everything and read" in schools allows students to read without distractions. At HCHS, we have scheduled a 20-minute reading time each day. This is only the second year of this program, but we expect improved reading scores in the D-STEP test.

Harding County High School also provided a tutoring service for those students who need more intensive support. We have two qualified staff members who provide this additional help on a daily basis. In addition, we have access to STAR reading and next year, we are planning on purchasing the Academy of Reading program for our lower level students. With the addition of our RTI (response to intervention) program being implemented in the high school we feel "no child will be left behind". We are making a strong push to make sure all of our students are proficient in the area of reading.

3. Additional Curriculum Area:

The Harding County High School science department is very focused on keeping up with the latest technology advances and with the recent additions of interactive Promethean Boards we feel we are on track. In addition, we have mobile laptop carts which are wireless and computer based lab equipment at our disposal. With a student body of less than 90 students in grades 9-12, we feel very fortunate to have these capabilities. Our students, have every opportunity for hands-on activities with labs, dissection, physics experiments, and interactive field trips. We are located in rural northwest South Dakota, but in the middle of three National Forests which give our students many outdoor field experience possibilities. Our lead teacher

has a very close relationship with the forest service and has many joint research projects with the Ranger station in Camp Crook set up on a monthly basis. For example, our students have conducted research models on water quality and soil studies in the surrounding National Forests. This type of hands-on experience is a great learning tool and we have seen an increase in our students entering the forestry profession because of it.

The science department follows the philosophy that our students are actively engaged in the science curriculum. With the combination of hands-on activities, vocabulary enrichment opportunities, and lab discoveries our students are very involved in the learning process. The science curriculum is mapped out so all of our standards are met and nine week assessments are given to evaluate progress. If any student does not hit the district benchmark, they are provided extra assistance with tutoring and re-teaching. We are very focused on providing real life experiences and following our philosophy of "Establishing a Foundation for Future Endeavors" .

4. Instructional Methods:

We really believe in getting to know our students on a deeper level. As an administration we encourage the use of multiple teaching styles and cooperative learning strategies and try to identify a variety of instructional activities.

Differentiated instruction is about using teaching strategies that connect with individual student's learning strategies. The ultimate goal is to provide a learning environment that will maximize the potential for student success. The important thing to remember is to hold on to the effective teaching strategies that lead students to positive learning outcomes and to make adjustments when necessary. It's about being flexible and open to change. It's also about taking risks and trying teaching and learning strategies that you would have otherwise ignored. We believe in the 4x4 block system lends itself to this process. Getting our staff to try new things was a challenge at first. It's about managing instructional time in a way that meets the standards and also provides motivating, challenging, and meaningful experiences for school age students who are socialized to receive and process information in ways that require differentiation of experience. These are very exciting times for the teaching profession, we are faced with a generation of learners who are challenging us to think about how we deliver instruction.

5. Professional Development:

The vision for the school wide professional development plan encompasses many elements which fall within three distinct realms. It is data driven and focuses on specific needs to improve student achievement. Our main goal is to make every student effective problem solvers and critical thinkers. The defined skills are listed below:

Under the Professional Development plan, the school will continue in the parallel format but will be better able to utilize our staff to meet the needs of students. Students' reading levels will be assessed in the fall, and students will be grouped according to reading level. The parallel block allows us to group students across grade levels if the need arises. Title I staff members will be able to supplement the regular reading instruction received by students by offering further group instruction in the parallel block. Rather than only being able to serve targeted students, these staff can add additional reading instruction to groups reading below grade level. Moreover, professional development opportunities will be offered to staff to attend reading conferences, to allow peer collaboration/coaching and to have outside experts provide training and/or mentoring.

Math professional development will be another prong of this plan. Our goal is to raise the overall math scores across all grade levels, but the focus will be on the areas of measurement, statistics and probability. We have a committee currently in place to study the present math delivery methods. This committee will make recommendations regarding the materials and methods needed to better meet state math standards. Math professional development and support will be designed to complement and supplement any new selections.

Moreover, the current DakotaSTEP scores will be studied in conjunction with last year's scores to identify areas of need in a more comprehensive sense. Some of the professional development may be offered in conjunction with other Northwest Area Schools in our cooperative.

The third prong of the school wide plan will include a parent involvement piece which will include strategies to provide homework support, especially in the areas of math and reading. Parent trainings and support provided in conjunction with the Parent Resource Network (as follow-up to the work we have done this year in that regard) will be part of the program for next year. We will continue to put out parent information in our monthly newsletters as well.

6. School Leadership:

My leadership style is more cooperative. I believe I am a facilitator who is there to be sure that the needs of the students and staff are met. There should be input on issues from those who are affected by the decision. A decision should be reached through discussion and compromise. When a consensus can not be reached, I believe it is my job to step in and make that decision or guide the group in that direction. I am a listener. I do not like to make snap decisions, nor do I like to be manipulated into making a decision that is ultimately going to only benefit that person. I am not afraid to make a decision, or to deal with the consequences of that decision. My main concern is to make the right decision for all concerned.

My philosophy is to allow the employee space to do their job but it is my responsibility to those who have entrusted me with the funds to make sure that job is being done and that the employee has what is needed to be the most efficient. I have seen situations where the employee is so constantly bombarded with different jobs to do by the employer that they do not have time to complete their own responsibilities. Those employees who do not have the materials or information needed to do their own job can lose enthusiasm and shut down. They are at the job but their efficiency has been compromised. I like to be visible around the employees and talk to them informally often. I like to observe their work in small increments. I like to get to know them so I understand their work style. Some people work better in teams or groups while others do not work well with others and are very capable when working alone. Some work better in the early morning while others come to life after lunch. If I know them and listen to them I can find out the most efficient way to set up their work time and duties.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: Dakota Step

Edition/Publication Year: 2009

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	80	78	100	72	100
% Advanced	16	11	29	29	43
Number of students tested	22	24	18	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	43	100	34	100
% Advanced					
Number of students tested	22	24	18	26	29
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2009

Grade: 11 Test: Dakota Step
Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	80	72	88	79	77
% Advanced	24	11	6	5	9
Number of students tested	22	24	18	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	72	67	67	100
% Advanced					
Number of students tested	22	24	18	26	29
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: